**K-5 ELA Lesson Plan**

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| **Teacher: Spake** | | **Grade: 2** | | | **Date(s)**: 9/6/2012 – 9/10/2012 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task Three - Interview** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Task 3 Checklist and Rubric (link in GEMS)**  **Questions for Grandma (Common Core file)**  **Interview Template (link in GEMS)**  **Pre-printed questions and statements for sort**  **Dictionaries**  **Space Walk (GR book)**  **Vocabulary Cards**  **Four Corner Game Materials**  **Making Words Letters**  **Paper**  **Pencils**  **Clipboards**  **File folder Keyboards for each student**    [..\Room 11 ELA\Questions for grandma.pdf](file:///C:\Users\DarrellTEST\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\Room%2011%20ELA\Questions%20for%20grandma.pdf)).  [Bio-cube-](http://www.readwritethink.org/classroom-resources/lesson-plans/getting-know-developing-short-999.html?tab=4#tabs)  [Student Interviews-](http://www.scholastic.com/browse/video.jsp?pID=1648673895&bcpid=1648673895&bclid=1699105564&bctid=1507756898001)  <http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>  [*http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking*](http://www.landmarkoutreach.org/publications/spotlight/two-column-method-note-taking)  Dictionary Power Point:[**http://www.powershow.com/view/9069-MDAwO/Use\_a\_Dictionary\_flash\_ppt\_presentation**](http://www.powershow.com/view/9069-MDAwO/Use_a_Dictionary_flash_ppt_presentation)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can ask and answer questions.** * **I can read and comprehend second grade informational text.**   **Instructional Plan:**  **Day One -**  **\*\*This will be modeled during Writing Time in day 1.\*\***   * **Whole Group:** Introduce engaging scenario in Unit Plan (Stay Tuned) * **Whole Group:** Teacher reads Questions for Grandma (Common Core room leader file - [..\Room 11 ELA\Questions for grandma.pdf](file:///C:\Users\DarrellTEST\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\Room%2011%20ELA\Questions%20for%20grandma.pdf)). Explain to students that their purpose for reading is to determine questions posed in the story. Ask students to recall and identify questions asked throughout the story.   **Day Two –**   * **Partner Work:** Students will brainstorm in small groups a list of questions appropriate to use for a “friend to friend” interview. (Teacher will assist with this and guide students to appropriate responses) Students will interview each other and possibly have upper grade students assist with writing answers.   **Day Three –**  **\*\*This will be modeled during Writing Time in day 3.\*\***   * **Independent Work:** Students will provide a brief summary of the community member’s life story (homework assignment sent home – see Day One Writing) or based on the interview of their partner from Day Two. Describe the community member today and describe how their specific life events and challenges have influenced them. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s):**   * **I can share what happens in my own life when I write.** * **I can get information from the world around me to answer questions.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Mini-lesson on questions vs. statements. Teacher models conducting an interview. Sample questions: What is your name and where you do you live? What is your family like? What is interesting fact about you? What event or challenge have you experienced and how has it impacted you? Teacher could invite another staff member to model interview process or check link for Girl Scout Interview in Unit Plan in GEMS or Discovery Education site (Student Interviews). * **Independent Work:** Students will complete interview of community/family member of their choice which will be sent home Thursday and due on Monday (see Task 3 Interview Checklist)   **Day Two –**   * **Small Group Work:** Students complete a question/statement sort. As they finish, they practice answering the questions in complete sentences. Instruct students to take turns answering questions and sharing roles (of asking and answering).   **Day Three –**   * **Whole Group:** Teacher models writing a brief summary (3-5 sentences) based on teacher modeled interview completed on Day One. * **Small Group:** Students will write a brief summary (3-5 sentences) based on interview in story **Questions for Grandma.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  **L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can write a sentence using correct letter formation, punctuation and capitalization.** * **I can use a dictionary to check word spellings.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher reads Space Walk (SF). Teacher models looking up words in a dictionary using vocabulary words from Space Walk, (for example: everywhere, work, live, world, move, machines, or choose similar words that students may not be familiar with from the story. Teacher should include information about ‘guide words’ in dictionaries and words being in alphabetical order. Teacher can show Power Point:   [**http://www.powershow.com/view/9069-MDAwO/Use\_a\_Dictionary\_flash\_ppt\_presentation**](http://www.powershow.com/view/9069-MDAwO/Use_a_Dictionary_flash_ppt_presentation)  **Day Two –**   * **Independent Work:** Students complete Spelling Assessment (Long Vowels). * **Independent Work:** Four Corner Dictionary Activity – Teacher will put a vocabulary word from Day One Lesson in each corner of the room. Students will be given definitions, pronunciations, sentence example (with vocabulary word missing) or parts of speech and the student needs to find the corresponding corner which contains the correct vocabulary word.   **Day Three –**   * **Whole Group:** Teacher will introduce Spelling Words – consonant blends. See SF page 68P * **Whole Group:** Teacher models words with blends and making words. Teacher models procedures for cutting out letters and organizing them for making word lessons. The students will make words with blends using the following letters: *a, b, c, d, f, l, m, n, o, p, r, s, t.* Students can sort words as they make them (craft, cramp, stamp, stand, brand, blond, stop, flop, blot, clot, clap, flap). SF 2.1 pg. 68n-o * **Partner Work:** Students are given a card with a word and practice blending and reading**.** Students can also use the word in a sentence or write the word in a sentence. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**    **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **I Can Statements:**   * **I can discuss text in small and large groups.** * **I can ask for clarification or further explanation if needed.** * **I can recount key ideas from a text read aloud.** * **I can recount key ideas from information presented orally.** * **I can describe key ideas from a text read aloud.** * **I can describe key ideas from information presented orally.**   **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of interview summaries; sharing brief summary activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add words with blends to chart after Making Words activity on Day Three.**  **Students can choose a word with a blend and illustrate it and use it in a sentence.**  **Students can send a Thank You note to the community member to reflect how the interview assisted them with writing a biography.** | | **Teacher can modify the number of interview questions used. Teacher can provide assistance with taking notes for creating the brief summary following the interview.** | | | **Teacher can modify the interview checklist.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*